Texas Education Agency
Standard Application System (SAS)

2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period	February 1, 2017, to July 31, 2020, pending future federal allocations	
Application deadline:	5:00 p.m. Central Time, September 15, 2016	Place date-stamp here
Submittal information:	**Three** complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	2016 SEP 15 PM 1:1
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#		Amendment #
Snyder ISD	208902	Snyder Intermediate/208902110		
Vendor ID #	ESC Region #		DUNS #	
756002461	14			

Mailing address			City	State	ZIP Code
2901 37th Street			Snyder	TX	79549

Primary Contact

First name	M.I.	Last name	Title
Rachael	J	McClain	Chief Academic Officer
Telephone #	Email address		FAX #
325-574-8900	rmcclain@snyderisd.net		325-573-9025

Secondary Contact

First name	M.I.	Last name	Title
Jerry		Russell	Snyder Intermediate Principal
Telephone #	Email address		FAX #
325-574-8900	jrussell@snyderisd.net		325-583-9025

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Jim		Kirkland	Superintendent
Telephone #	Email address		FAX #
325-574-8900	jkirkland@snyderisd.net		325-573-9025

Signature (blue ink preferred)   Date signed

_____   September 8, 2016

Only the legally responsible party may sign this application.

701-16-105-005

<u>Schedule #1—General Information</u>	
County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified**.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions. 3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

7.	The LEA/campus provides assurance that if it selects to implement the **Transformation Model**, the campus will meet all of the following federal requirements:
	1. Develop and increase teacher and school leader effectiveness.
	   (A) Replace the principal who led the school prior to commencement of the transformation model;
	   (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	      i. Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	      ii. Uses the definition of *student growth* as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.

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iii. Are designed and developed with teacher and principal involvement;
- (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

2. Deliver comprehensive instructional reform strategies.
- (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

3. Increase learning time and create community-oriented schools.
- (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
  - i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
  - ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
  - iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
- (B) Provide ongoing mechanisms for family and community engagement.

4. Providing operational flexibility and sustained support.
- (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).

| 8. | The LEA/campus provides assurance that if it selects to implement the **Texas State-Design Model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS).
By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:
• Improves student academic achievement or attainment
• Is implemented for all students in the school
• Addresses in a comprehensive and coordinated manner:
   o improvement in school leadership
   o improvement in teaching and learning in academic content areas
   o professional learning for educators
   o student non-academic supports
In doing so, the LEA/campus will implement the following:
1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.
2. Provide a rigorous course of study that enables students to receive a high school diploma and complete |

the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. I doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.
   Adapted from Texas Early College High School Blueprint, Benchmark 1

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
      ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.
   Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
   Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.

9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
   (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.
   (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables

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    students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.

    (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

    (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

    (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

    (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

    Adapted from Texas Early College High School Blueprint, Benchmark 4.

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.
    Adapted from Texas Early College High School Blueprint, Benchmark 5.

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:

    (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;

    (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.

    (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.

    (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

    Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:
- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

9.	The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements: 1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school. 2. Offer full-day kindergarten. 3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have: (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;

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	(B) High-quality professional development for all staff;
	(C) A child-to-instructional staff ratio of no more than 10 to 1;
	(D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
	(E) A full-day program;
	(F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
	(G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
	(H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
	(I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
	(J) Program evaluation to ensure continuous improvement;
	(K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
	(L) Evidence-based health and safety standards.
	4. Provide educators, including preschool teachers, time for joint planning across grade levels.
	5. Replace the principal who led the school prior to the commencement of the early learning model.
	6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	   (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	   (B) Are designed and developed with teacher and principal involvement;
	7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
	8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
	9. Use data to identify and implement an instructional program that is:
	   (A) Research-based;
	   (B) Developmentally appropriate;
	   (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
	   (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
	10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
	11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
	   (A) Aligned with the school's comprehensive instructional program
	   (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
	12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
	13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
	14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.
	
	If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10.	The LEA/campus provides assurance that if it selects to implement the **Turnaround Model**, the campus will meet all of the following federal requirements: 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
    (A) Screen all existing staff and rehire no more than 50 percent; and
    (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
    (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
    (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
    (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform Model**, the campus will meet all of the following federal requirements:
	1. Implement an evidence-based whole-school reform in partnership with a model developer.
	    (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
	2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:
	    (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
	    (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.
	    (C) A study which used a large sample and multi-site sampling.
	3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
	4. The whole-school model must implement the model for all students in the school.
	5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner:
	    (A) School leadership
	    (B) Teaching and learning in at least one full academic content area

	(C) Non-academic supports for students (D) Family and community engagement

12.	The LEA/campus provides assurance that if it selects to implement the **Restart Model**, the campus will meet all of the following federal requirements:
	1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.
	2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by:
	    (A) significant improvement in academic achievement
	    (B) success in closing achievement gaps either within a school or relative to other public schools
	    (C) High school graduation rates
	    (D) No significant compliance issues in the areas of civil rights, financial management and student safety.
	3. Enroll, within the grades it serves, any former student who wishes to attend the school.
	If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

13.	The LEA/campus provides assurance that if it selects to implement the **Closure Model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **rural LEA applicant** may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html
15.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
16.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.
17.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
18.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.

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19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment	
County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown				
Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	4-Year Total Budget Request
$	$	$	$	$

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Schedule #4—Request for Amendment (cont.)	
County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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<u>Schedule #5—Program Executive Summary</u>	
County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation,** and **sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:
- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:
- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Historical Information: Snyder Intermediate has been designated Improvement Required since 2012. As part of the school's reconstitution efforts, the principal was replaced in 2015 as well as an intensive review of the faculty completed. In 2015-16 a well-defined process of common assessments and aligned instruction was implemented on the campus with intensive professional development support for targeted areas of improvement. A campus leadership team was created and a targeted improvement plan was created with 15% of the students identified for Level II performance and 10% of the students targeted for Level III performance. A system of tutorials was developed to support increased learning time for the targeted groups. The result of the campus efforts was a campus that met accountability expectations in 2015-16. The improvement plan for the campus now focuses on sustaining the reform on the campus and continuing to improve student achievement.

Vision and focus for school reform: The focus of the school reform for Snyder Intermediate is to support a high level of student achievement through a focus on STEAM (Science, Technology, Engineering, Art, and Mathematics) lens for instruction. The district offers a STEAM Academy starting in 7th grade and the plans for the intermediate campus are to create a highly engaging, student focused environment that successfully utilizes project-based instruction. The pre-STEAM program will establish a foundation for continued high achievement for students in the district.

Sense of urgent need for change: The Junior High campus remains Improvement Required exhibiting the importance of increasing student expectation and high levels of academic achievement. The initiatives started at the junior high level will be supported by the increased rigor for 4th and 5th graders. By increasing the student achievement at the intermediate level, a firm foundation for continued success at the secondary level is created.

High expectations for results: The district expects to achieve Met Accountability standards for all campuses in 16-17 with the intermediate campus earning at least one distinction. In order to meet these goals, an intensive program of curriculum management and collaborative planning has been introduced on the campus based on TEKSResource tools.

Operational flexibilities that will be afforded the campus in a reform effort: In 2016-17 the campus moved into a building housing just the 4th and 5th grade. Prior to this school year, the campus had shared a building with the Snyder Primary housing grades 1st through 5th with two principals and separate staff. As the move to the independent campus has taken place, the opportunity for a distinct campus identity has become apparent. The campus has plans to fully implement a Leader in Me program to impact campus culture.

Organizational structures: The organization structure of the campus has been altered to embed an academic and a behavior RtI program with staff being realigned to support both aspects of a comprehensive program. Additionally, 1.5 staff members have been dedicated to instructional coaching to develop teachers' classroom instruction and collaborative lesson planning.

Existing capacity and resources: The campus is well equipped with technology and capacity for instruction is more than adequate. A media center is on the campus with resources for individual and classroom instruction. The district supports instruction with online resources and purchased resources for curriculum.

Communication structures: The campus has established a communication plan with parent and community engagement as a priority for the 16-17 school year. The plan sets expectations for a minimum of one parent engagement activity per six weeks, written and oral communication with parents in both Spanish and English, and the establishment of a family engagement center staffed with a parent engagement specialist.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

A brief overview of the planned program of delivery includes the following based on the Transformation Model:

A. Priority Population/Targeted Groups/Focused Interventions
   1. Economically disadvantaged student population priority
   2. Targeted Groups including economically disadvantaged students with STAAR Performance below 60% as well as a group of high potential but low performing students identified and accelerated for Advanced Level III assessment performance
   3. Interventions to be planned, implemented and evaluated which move from basic academic mastery to advanced analysis, synthesis, and application in projected based academic components

B. Increase Student Achievement / Building Capacity / School Culture
   1. Extend curriculum alignment / resources efforts to accomplish increasingly rigorous structure toward advanced student performance.
   2. Build teacher capacity for use of project based instruction
   3. Team building and Leader in Me resources fully implemented
   4. Campus culture development-- improve campus morale with high academic expectations

C. Increase Effectiveness of Teachers and Campus Leaders
   1. Design personalized professional development in areas of teaming, morale building, high expectations in advanced Higher Order Thinking (HOT) performance of staff and students using PBL model under STEM
   2. Training in project based strategies based in TEKS
   3. Guided Questioning /Socratic Questioning for staff to positively challenge students (AVID)
   4. Plan instructional activities through formative assessment and programming high expectations instruction for high potential and advanced performing students.

D. Targeted Professional Development
   1. Assessed and prescribed for technology skill "mastery" with campus leadership / staff
   2. Prescribed for transition of low performing / high potential students through formative and periodic assessment to instruction to test performance with continuing advanced skills planning.
   3. Staff training in functional and challenging student support of "Communities in Schools' components.
   4. Training in assigned instructional leadership to build high expectations in a positive culture for all staff and students
   5. New teacher and mentor training with support from an instructional coaching staff on campus
   6. Training in PBL, STEM, Teaching with Poverty in Mind, and AVID

E. Creating Community Oriented Schools
   1. "Communities in Schools" program expanded from Snyder Junior High to Snyder Intermediate
   2. Parents as parents with increased numbers for parent engagement on campus and in community
   3. Technology Based / Research Based resources including increased use of ipads on campus for student access
   4. Create business partnerships to bring challenging instruction content through using business partners in guest technical training in project based instruction components through Partners in Education program with Snyder ISD and Snyder ACE program

F. Operational Flexibility
   1. Flexible Schedule for extended learning for advanced potential but low performing students
   2. Extended day / year for targeted population
   3. Design instructional locations for high potential students in applied business center locations through business partners' locations in field trips for exploration and learning skills required on site for employment potential
   4. Other project and community based learning environment experiences with academic challenging components
   5. Introduce a co-teaching model with experienced teachers and new teachers working together in a classroom to increase teacher quality.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 208902-110

Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations

Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	$111,500	$	351,500	$	351,500	$	351,500	$	$1,166,000
Schedule #8	Professional and Contracted Services (6200)	6200	$65,000		43,500		53,000		43,500		$205,000
Schedule #9	Supplies and Materials (6300)	6300	$205,600	$	220,000	$	39,840	$	39,840	$	$505,280
Schedule #10	Other Operating Costs (6400)	6400	$10,000	$	20,000	$	20,000	$	20,000	$	$70,000
Schedule #11	Capital Outlay (6600)	6600	$349,500	$	0	$	345,000	$	230,000	$	$924,500
Consolidate Administrative Funds ☐ Yes ☐ No											
Total direct costs:			$741,600	0	$635,000	0	$809,340	0	684,840	0	$2,870,780
Percentage% indirect costs (see note):			N/A	$500	N/A	1000	N/A	1000	N/A	1000	3,500
and total of budgeted costs (add all entries in each column):			$	500	$	1,000	$	1,000	$	1,000	$2,874,280

Administrative Cost Calculation

Enter the total grant amount requested: $2,874,280

× .05

$143,714

Multiply and round down to the nearest whole dollar. Enter the result.
This is the maximum amount allowable for administrative costs, including indirect costs:

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than $2,000,000 per year may be requested.

- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.

- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 208902-110

Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional								
1	Teacher (AVID)	1	0	0	55,000	55,000	55,000	$165,000
2	Educational aide			$	$	$	$	$
3	Tutor (AVID)	4		$0	80,000	80,000	80,000	$240,000
Program Management and Administration								
4	STEM/PBL Coordinator	1	0	40,000	65,000	65,000	65,000	$235,000
5	Instructional Mentor	1	0	0	65,000	65,000	65,000	$195,000
6	Title			$	$	$	$	$
Auxiliary								
7	Communities in Schools	1	0	55,000	55,000	55,000	55,000	$220,000
8	Title			$	$	$	$	$
9	Title			$	$	$	$	$
Other Employee Positions								
10	Title			$	$	$	$	$
11	Title			$	$	$	$	$
12	Title			$	$	$	$	$
13			Subtotal employee costs:	$95,000	$320,000	$320,000	$320,000	$1,055,000
Substitute, Extra-Duty Pay, Benefits Costs								
14	6112	Substitute pay		$5000	3000	3000	3000	14,000
15	6119	Professional staff extra-duty pay		$9500	9500	9500	9500	38,000
16	6121	Support staff extra-duty pay		$1500	1500	1500	1500	6,000
17	6140	Employee benefits		$1500	2500	2500	2500	9,000
18	61XX	Employee stipends Specify amounts and criteria to earn stipend: Academic Incentives with students scoring above 70% at Level II on STAAR Exams		0	15,000	15,000	15,000	$ 45,000
19			Subtotal substitute, extra-duty, benefits costs	$16,500	31,500	31,500	31,500	111,000
20			Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):	$111,500	351,500	351,500	351,500	1,166,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration <u>Administering a Grant</u> page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 208902-110		Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
	Rental or lease of buildings, space in buildings, or land					
6269	Specify purpose:	$	$	$	$	$0
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$0

Professional and Contracted Services

#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	AVID	25,000	5,000	5,000	5,000	$40,000
2	Project-Based Instruction Professional Development Consultant	15,000	25,000	25,000	25,000	$90,000
3	Parent Engagement Professional Development/Conferences	$0	1500	1500	1500	$4,500
4	Lead4Ward Data Analysis	$6500	1500	1500	1500	$11,000
5	Customer Service Training	6500	0	6500	0	$13,000
6	PSP Services	5000	8000	8000	8000	$29,000
7	Teaching with Poverty in Mind Professional Development	$5000	0	5000	0	$10,000
8	Leader In Me	$2000	2500	2500	2500	$9,500
9		$	$	$	$	$
10		$	$	$	$	$
11		$	$	$	$	$
12		$	$	$	$	$
13		$	$	$	$	$
14		$	$	$	$	$
b.	Subtotal of professional and contracted services:	$65,000	$43,500	$53,000	$43,500	$205,000
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$	$	$	$	$0
	(Sum of lines a, b, and c) Grand total	$65,000	$43,500	$53,000	$43,500	$205,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-16-105; SAS #198-17

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 208902-110

Amendment number (for amendments only): ____

Supplies and Materials Requiring Specific Approval

Technology Hardware- not capitalized (STEM Labs)

#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
					$50,000	150,000	0	0	100,000
1	Ipads	One-to-One Instruction	300	492	147,600	$0	9840	9840	167,280
2					$	$	$	$	$
3					$	$	$	$	$
4					$	$	$	$	$
5					$	$	$	$	$

Technology Software- not capitalized

| 63XX | | | | | $0 | $5,000 | $5,000 | $5,000 | $15,000 |

Specify type/purpose: Ipad Applications

Textbooks/Curricular Materials

| 63XX | | | | | $5,000 | $5,000 | $5,000 | $5,000 | $20,000 |

Specify type/ purpose: STEMScopes

| 63XX | Supplies and materials to be used as student incentives | | | | $2,000 | $5,000 | $5,000 | $5,000 | $17,000 |

Specify type/ purpose: Leader in Me Rewards

Supplies and Materials that do not Require Specific Approval

| 6300 | Supplies and materials that do not require specific approval: | | | | $1,000 | 15,000 | 15,000 | 15,000 | $46,000 |
| | **Grand total:** | | | | $205,600 | $220,000 | $39,840 | $39,840 | $505,280 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 208902-110

Amendment number (for amendments only): _____

	Expense Item Description	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	$	$	$	$	$
6412	Travel for students (includes registration fees; does not include field trips). Specific approval required only for nonprofit organizations. Specify purpose:	$	$	$	$	$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	$	$	$	$	$
6413	Stipends for non-employees other than those included in 6419	$	$	$	$	$
6419	Non-employee costs for conferences. Requires authorization in writing.	$	$	$	$	$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	$5,000	$	$	$	$
64XX	Advisory council/committee travel or other expenses Specify name and purpose of council: Business Advisory Members Specify types of costs: PBL Training	$5000	$	$	$	$
6495	Cost of membership in civic or community organizations Specify name and purpose of organization: Specify purpose of membership:	$	$	$	$	$
	Subtotal other operating costs requiring specific approval:	$	$	$	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$10,000	20,000	20,000	20,000	70,000
	Grand total:	$	$	$	$	$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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RFA #701-16-105; SAS #198-17

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 208902-110

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6669—Library Books and Media (capitalized and controlled by library)								
1		N/A	N/A	$	$	$	$	$
66XX—Computing Devices, capitalized								
2			$	$	$	$	$	$
3			$	$	$	$	$	$
4			$	$	$	$	$	$
5			$	$	$	$	$	$
6			$	$	$	$	$	$
7			$	$	$	$	$	$
8			$	$	$	$	$	$
66XX—Software, capitalized								
9			$	$	$	$	$	$
10			$	$	$	$	$	$
11			$	$	$	$	$	$
12			$	$	$	$	$	$
13			$	$	$	$	$	$
66XX—Equipment, furniture, or vehicles								
14			$	$	$	$	$	$
15			$	$	$	$	$	$
16			$	$	$	$	$	$
17			$	$	$	$	$	$
18			$	$	$	$	$	$
19			$	$	$	$	$	$
20			$	$	$	$	$	$
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)								
21	STEM and Technology Lab Development			$349,500	$	$345,000	$230,000	$924,500
	Grand total:			$349,500	$	$	$	$

ation Administering a Grant page.

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RFA #701-16-105; SAS #198-17

Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 208902-110		Amendment # (for amendments only):	

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	670		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	17	2.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	426	63.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	209	31.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	6	.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	347	51.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	93	13.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	41	6.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	65		PEIMS Data
Disciplinary placements in In-School Suspension	46		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	19		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	0		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		96.6%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	266	66%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	263	65%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		N/A	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant will be used to specifically to increase support of the low socio-economic students in Snyder Intermediate with the targeted supports and focus on project-based instruction. The enrollment of the low socio-economic students for Snyder Intermediate is as follows:

School Year	Low Socioeconomic Percentage
2015-16	57.76
2014-15	51.79

The academic performance of the Low Socioeconomic student sub-population has consisted performed below other sub-populations in the district:

Sub-population	2013-14	2014-15	2015-16
White	69%	68%	70%
Hispanic	49%	49%	60%
Low Socio-Economic	49%	47%	56%

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)				
County-district number or vendor ID: 208902-110				Amendment # (for amendments only):

Part 3: Staff Demographics- Data
Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	57		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	51	89.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	4.5	7.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	2	3.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	6	10.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	1	2.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	11	24.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	32.5	73%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	4	9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	9	20.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	8.3	18.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	10	22.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	13.1	29.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	40,086		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	43,045		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	36,821		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	44,386		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	53,305		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	0	0%	Skyward Human Resource Files
Staff with Bachelor's degree as highest level attained	19	65%	Skyward Human Resource Files
Staff with Master's degree as highest level attained	10	35%	Skyward Human Resources Files
Staff with Doctoral degree as highest level attained	0	0%	Human Resource Files

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)	
County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each year the district's pool of certified, experienced teachers is growing smaller resulting in positions being filled by alternative certified faculty with no education experience. Due to this trend, the emphasis on teacher support with mentors and targeted professional development is vital to the campus for continued success.

	Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 208902-110 | Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
					204	197								401

Part 6: Teachers to Be Served with Grant Funds.
Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3rd, 4th and 5th grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
					14	13								27

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Snyder Intermediate Campus Leadership Team meets at least once per month throughout the school year to review data and monitor planned interventions. The team members are: Rosie Lopez (teacher), Katherine McCurdy (teacher), Emily Birdwell (teacher), Melissa Sorrells (teacher), Sarah Cantu (teacher), Anne Swanzy (special education teacher), Jerry Russell (principal), Leticia McJimsey (Special Programs Director), Rebecca Mebane (Director of Instruction), Rachael McClain (DCSI), and Alton Cogburn (PSP).

The CLT members have reviewed the following sources of data in forming the 16-17 Targeted Improvement plan and moving forward with the plans for the TTIPS Grant:

15-16 STAAR Data
14-15 STAAR Data
TAPR data
Surveys: Parent & Community Opinion, Student Engagement, and Staff Satisfaction
Turnaround Community Feedback
15-16 Campus Scorecards

Spring 2016 was spent gathering community and staff feedback to design a turnaround plan for the campus. The campus elected to focus on increase Parent and Community Engagement and Improving School Culture as the primary areas for focus. A turnaround plan was written and submitted to TEA for approval which was received in the summer. The CLT met in July to review data and formulate initial plans for the 16-17 campus improvement following the release of the STAAR Scores. Based upon the campus accountability, the CLT elected to request the removal of the turnaround plan and incorporate the turnaround actions in the 16-17 Targeted Improvement Plan and the 16-17 TTIPS grant application. With the potential of additional funds to support the transformation efforts, the CLT elected to expand the STEM/PBL concepts to increase student achievement for Index 1 and Index 3 while supporting districtwide efforts at impacting Indexes 1, 3, and 4. The goal of the district is to increase the College and Career Readiness of all student groups.

When developing the 16-17 improvement plans, the CLT engaged in the TAIS process through the evaluation of data, determination of root causes, and implementation of targeted areas for improvement with quarterly interventions and quantitative measures of success. Quarterly interventions are designed to do the following:

1. Track all students in a RtI program who have not had success on STAAR or were only mimimally successful on STAAR. Interventions through pull-out and extended day tutorials are designed based upon the targeted level of student performance.
2. Develop and conduct parent engagement activities every 6 weeks.
3. Track the performance and provide needed interventions for the needs of the low socio-economic sub-population.
4. Track and provide enrichment for students with the potential of achieving Level III performance.
5. Track and provide interventions for special education and ELL students.

The District PSP and DCSI meet with the CLT members for regular updates and monitoring of activities on the campus to insure implementation of interventions with fidelity.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☒ Transformation

    ☐ with Rural LEA Flexibility modification

☐ Texas State-Design Model

☐ Early Learning Intervention Model

☐ Turnaround

    ☐ with Rural LEA Flexibility modification

☐ Whole-School Reform

☐ Restart

☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The transformation model best fits with the campus plans for continued improvement based upon the feedback of the CLT, campus staff, community, and parents. The transformation model addresses areas critical transforming persistently low-achieving schools and insure the sustainability of the schools academic achievement in the future. The transformation of the intermediate campus will also support districtwide efforts to improve the overall academic achievement of students in the district.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:
- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process: To determine the targeted focus of the transformation for Snyder Intermediate, multiple data sources were reviewed in the needs summary process. Four surveys were created to provide stakeholders opportunities for feedback:
•Open-ended Feedback: An open ended feedback survey was created to allow parents, community members, and faculty to provide their insights and opinions to the areas in need of improvement and/or change as related to the Snyder Intermediate campus. Twenty-two people responded to the survey. Common themes in the responses included leadership effectiveness, discipline, school climate, parent engagement opportunities, and overall academic performance. The responses may be viewed at
https://drive.google.com/folderview?id=0BwiW8r9mjbVaano2NnBVaXFReHc&usp=sharing.
•Closed-ended Feedback: A survey was designed to provide more scripted guidance for stakeholders who wanted to provide feedback by answering questions. The 21 question survey had 32 responses with the respondents indicating a low-to-moderate approval rating of the school. The responses may be viewed at
https://drive.google.com/folderview?id=0BwiW8r9mjbVaano2NnBVaXFReHc&usp=sharing.
•Staff Critical Success Factor Survey: The staff members of the Intermediate, Primary, and Stanfield completed a survey to identify the critical success factors (CSF) in which staff members felt the district/campus should address in the improvement planning process. Fifty-seven respondents provided information.
•Community Critical Success Factor Survey: Stakeholders of the Intermediate, Primary, and Stanfield campuses (now closed) were asked to determine critical success factors for continued improvement.
Once the input was received from the internal and external stakeholders, the CLT met to review the survey data as well as current common assessment data. Additional data sources included PTO attendance rates, parent/teacher conference data, campus-based discipline programs, campus-based attendance records, campus-based leadership/character education programs, and campus scorecards.
Systemic Root Cause: Due to administrative changes on the campus and the district level, a lack of district and campus vision, mission, ownership, and expectation have led to unclear purpose, discipline issues, staff and leadership continuity, and academic challenges resulting in accepting mediocrity rather than pursuing excellence. A lack of a comprehensive plan that is well communicated and implemented with fidelity to all stakeholders negatively impacts family and community engagement. Communication has not been consistently provided in the primary languages represented by parents, students, and community members in our district resulting in a barrier being placed between the school district and a large portion of the community and families. Because of these contributing factors, the intermediate campus does not have its own identity with a cohesive, well-defined purpose leading to poor academic performance. This past year instruction has been more data-driven; however, continued and expanded use of student achievement data must be used to impact instructional decisions.
Planned Outcome: Comprehensive plans for the campus will provide well-defined opportunities for parent and community engagement with staff training and parent education programs. These efforts will be designed to build capacity for enhancing stakeholder participation leading to high levels of academic achievement for all students. With the increased capacity, training, and well-defined opportunities, the plan can be followed with consistent implementation and monitoring. Quarterly evaluation of the plan will be used to monitor effectiveness and create adjustments as needed. A long-term focus on communication will impact engagement as parents and community members are offered on-going opportunities for involvement to achieve student academic excellence. A better defined campus culture will be created by focusing on the importance of staff recruiting, retention, and training. The increased continuity in staffing will provide a positive culture with continuing development and growth. By establishing a district-wide process to address discipline, the clear expectations for campus behavior can be reinforced with positive behavioral interventions. A unified vision on the campus and for the district will ensure all stakeholders are working for the same goal and all decisions can be filtered through the unified vision and common mission for academic excellence.

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Schedule #14—Management Plan	
County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Oversight of grant expenditures, implementation, documentation of interventions and enrichments, coordination of professional development and trainings	Chief Academic Officer, curriculum development, TAIS experience
2.	Campus Principal	Monitoring of grant expenditures, implementation, documentation of interventions and enrichments, coordination of professional development and trainings	Texas Principal Certification, experience as principal, TAIS experience
3.	Director of Instruction	Implementation of AVID on campus as district AVID Director, implementation of professional development training on campus including the STEM and PBL initiatives	TAP trained, AVID trained, TAIS experience
4.	CLT Team Members	Campus leadership to assist in use and modeling of grant initiatives	Experienced classroom teachers with track record of classroom success as demonstrated on walk-through data and oberservations and STAAR testing data
5.	STEM/PBL Coordinator	Development of resources and modeling of instructional techniques using STEM and PBL initatives	Experienced classroom teachers with track record of classroom success as demonstrated on walk-through data and observations and STAAR testing data, trained in PBL/STEM
6.	AVID Teacher	Instructor in AVID classes for students, provide training and professional development for all campus to implement campus-wide AVID techniques	Experienced classroom teachers with track record of classroom success as demonstrated on walk-through data and observations and STAAR testing data, trained in AVID
7.	PSP	Oversight and advisement of grant expenditures, implementation, documentation of interventions and enrichments, coordination of professional development and trainings	PSP with proven track record of success, trained in TTIPS grant processes
8.			
9.			

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Schedule #14—Management Plan (cont.)		
County-district number or vendor ID: 208902-110		Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	AVID Training Team	AVID Team Training and on-going professional development	AVID certified
2.	PBL/STEM Trainer/Consultant	PBL/STEM training and on-going professional development	PBL-trained with experience in design of instructional programs with correlation to TEKS, experienced with Educate Texas
3.	Customer Service Trainer	Customer Service training and on-going professional development	Certifed trainer in school-related customer service and engagement activities for community and parents
4.			
5.			
6.			
7.			
8.			
9.			
10.			

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The organizational structure of the campus has been realigned to give instructional support in the form of coaches for teachers. The coaching staff will work closely with teachers and trainers/instructors to develop a deep understanding of the initiatives so that on-going professional development will be provided by our internal staff.

By creating the instructional support positions, a career path for interested teachers has been established with career movement possible into instructional coaching roles for staff not interested in moving into administration. This career path option will be discussed with interested staff during their annual goal-setting conference so that potential campus teacher leaders can be identified. Appropriate professional development can be arranged for the interested staff members to ensure a succession plan as needed.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant funds will be used to invest in programs and usable equipment that will extend beyond the time period of the grant. The funds will be used to invest heavily in on-going training for the 3-year period so new staff will be brought into the culture of the campus through continued training, mentoring, modeling, and observation.

Sustainability following the grant period will be achieved by:

1. Investment in train the trainer options with staff members being able to replicate the training following the grant period. Funds from the grant will be used to develop local "experts" to continue training for new staff.
2. Career pathways will allow interested teachers to progress to greater levels of responsibility.
3. Equipment for labs and programs will be placed on a rotation for replacement through general operating funds.
4. A leadership academy will be launched to provide training and exposure to staff members considering moving into leadership roles within the district.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The STAAR scores for the overall student population as well as the performance of the sub-populations for the campus will be used to evaluate the efforts towards student achievement. Community, parent, staff, and student surveys will be compared annually to determine changes in culture, engagement, and implementation of initiatives.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following data sources will be used as evaluation points for the grant impact and effectiveness:

1. STAAR Test Scores
2. TAPR Reports
3. Parent, Community, Staff, and Student Surveys
4. RtI Progress Monitoring Reports
5. Qualitative data related to the impact of STEM/PBL through student interviews
6. Campus Scorecards
7. Walk-through data and T-TESS observation data

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Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Through the intervention monitoring of the monthly CLT meetings, the data targeted for evaluation of the grant will be reviewed. The PSP visit will include a time to review the impact and, then in discussions with the CLT, the interventions will be adjusted as needed. The Director of Instruction, Campus Principal, and DCSI will review data as well to offer suggestions to the CLT for adjustments.

As problems or needed adjustments in the program implementation arise, the CLT will be used to advise on potential changes, provide additional support needs, and model effective implementation. Common assessment performance and RtI progress monitoring data will be the primary tools used to gauge needed adjustments for student achievement.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:
- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

AVID: Sole-source provider of the program

Lead4ward: Sole-source provider of the program

STEM/PBL: Through an existing partnership with Educate Texas and T-STEM network, a pool of qualified providers will be determined that can offer quality training on development PBL/STEM instructional strategies incorporating TEKS. A consultant will be selected based upon proven track record of success with PBL implementation, availability for district, and fee structure.

Customer service: ESC14 staff will be used to provide potential trainers in addition to referrals by the ACE Grant providers. A consultant will be selected based upon proven track record of success with customer-oriented implementation, availability for district, and fee structure.

Each pool of prospective providers will be evaluated based upon previous experience, references, and documented impact of their efforts in similar educational settings.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:
- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through the intervention monitoring of the monthly CLT meetings, the data targeted for evaluation of the grant will be reviewed. The PSP visit will include a time to review the impact and, then in discussions with the CLT, the interventions will be adjusted as needed. The Director of Instruction, Campus Principal, and DCSI will review data as well to offer suggestions to the CLT for adjustments.

As problems or needed adjustments in the program implementation arise, the CLT will be used to advise on potential changes, provide additional support needs, and model effective implementation. Common assessment performance and RtI progress monitoring data will be the primary tools used to gauge needed adjustments for student achievement.

Walk-through and observation data from the classrooms will also be used to evaluate the effectiveness of the external providers.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 208902-110	Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Activity
1.	Facilities evaluation will be conducted to determine the facilities needs and equipment needs for the STEM/PBL instructional implementation including a STEM lab for hands-on activities for students.
2.	Construction and technology departments will develop a needs assessment and implement the process to update facilities and technology support as needed.
3.	AVID teams established and summer training conducted and implemented.
4.	Customer service trainer provided identified and secured for initial August training with a schedule of on-going training established for the year.
5.	PBL/STEM trainer provider identified and secured for initial August training with a schedule of on-going training established for the year.
6.	Identify book study for teaching with poverty in mind and set calendar for study in PLC.
7.	Review all STAAR student data and identify student groups for RtI and specific interventions.
8.	Complete baseline surveys for comparison of data detailing efforts throughout the year.
9.	Advertise and hire staff for the AVID teacher and the STEM/PBL staff member by May or June prior to the start of the 17-18 school year.
10.	Expand Communities in Schools partnership with additional CIS staff member recruited, hired, and trained through the CIS program in the summer prior to the 17-18 school year.
11.	Purchase of technology including iPads and STEM/PBL lab equipment will be completed in the summer prior to the 17-18 school year.
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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordinated efforts will come through funding sources including Title 1 funds for campus-wide activities. Through the ACE grant, extended learning opportunities will be used for enrichment and intervention before and after school. Communities in Schools represents a program already established at the junior high campus and coordinated efforts will result in the expansion of program services to the intermediate campus. The Family Engagement Center has been established and the Family Engagement Specialist has been employed through ACE funds along with support from Special Education funds. The use of an Educate Texas Grant and a Texas Workforce Grant impacted STEM initiatives districtwide will be enhanced by the STEM/PBL efforts supported by the TTIPS grant.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	Jerry Russell
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	July 1, 2015

Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 6: Rural LEA Flexibility

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the *__option__* to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	T-TESS walk through data and observations, STAAR scores, teacher goals and pre- and post-conference data. Student growth is evaluated using the teacher selected goals during the annual goal setting period. Student growth measure on STAAR testing data will be incorporated into the summative evaluation for the staff member.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The district and campus will use the T-TESS evaluation system with walk-through forms to observe selected areas of teacher performance based on the goal-setting conference. New teachers will have an additional walk-through form for more targeted feedback on classroom management, lesson framing, and student-to-teacher interaction. The observation form will use the T-TESS framework. The campus will conduct regular walk-throughs in all classrooms with one to two classroom observations for each teacher during the school year. Pre- and post-conferences will be held with teachers for the observations. Based upon walk-through data, the administration will make referrals to the Director of Instruction and the Instructional coaches for support in targeted areas.
Describe how the evaluation system was developed with teacher and principal involvement:	The distrct uses the T-TESS model. All administrators have attended a T-TESS Evaluator training and teachers have been trained in the T-TESS model. The teachers meet with the administrator to set annual goals and identify initial areas of focus for walk-through feedback. A final summative conference will be held with all teachers to review walk-through data, observation data, and student performance information.

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Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	The district will offer a performance stipend to all teachers achieving 70% passing scores for their classroom or for teachers who have 100% of their assigned students making Level I or Level II progress. On-going recognition throughout the year for teacher achievement will be part of the rewards program with teachers' use of sheltered strategies, PBL instructional initiatives, and common assessment data will be used as part of the tools to determine recognition.
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	The Director of Instruction in coordination with instructional coaching staff on the campus will meet with teachers as needed to develop a personalized plan to improve professional practice through modeling, co-teaching, observation, and targeted professional development. The interventions and observations will be documented to show growth. If an educator is showing minimal improvement, ESC14 staff will observe the teacher for additional coaching and support.
Describe the criteria established for educator removal:	Documentation of no or low growth will be used to support the decision for teacher removal. Based upon student achievement, discipline data, walk-through data, ESC14 observations, and classroom observations, the decision will be made to non-renew a probationary contract. Term contract staff members will have a similar level of documentation to support the removal of the educator; however, discussions with the staff member will also gauge if a better opportunity in a different subject/grade could result in different levels of performance.

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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year:	N/A

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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an *Early College High School* (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

Schedule #16—Responses to Statutory Requirements (cont.)		
County-district number or vendor ID: 208902-110		Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.	N/A
Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program. If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.	N/A

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Statutory Requirement 14: High-quality preschool programming (continued)
Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

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Statutory Requirement 15: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Statutory Requirement 16: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 17: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	N/A
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	N/A
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications.	N/A

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Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 19: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Schedule #17—Responses to TEA Program Requirements

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TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve the instructional program* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve the instructional program*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve the Instructional Program*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	AVID training for the campus team of 8 and district director, selection of AVID principles to implement campuswide with training provided by district director	Year one is approximate cost of implementation of AVID for initial year on a campus including library materials, team training, district director training, access to online materials, on-going cost of training additional team members in years 2-3 of grant period
2.	PBL/STEM consultant on campus to support development of student-centered instruction based in the TEKS	Consultant fee to be offer campus-based training followed by on-site consultation on a regular basis to monitor and adjust implementation of the PBL model
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Schedule #17—Responses to TEA Program Requirements

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TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase teacher quality* in order to achieve increased academic performance.
- Provide a *description* of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase teacher quality.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Teacher Quality*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Teaching with poverty book study followed by on-site professional development of use of sheltered instructional strategies	Book study to initiate the focus on low-socioeconomic students with an understanding of the differences in teaching students from poverty situations, on-site professional development to develop instructional practices to shelter struggling students and increase student learning through improved teacher quality
2.	AVID training for the campus team of 8 and district director, selection of AVID principles to implement campuswide with training provided by district director	Year one is approximate cost of implementation of AVID for year one on a campus included library materials, team training, district director training, access to online materials, on-going cost of training additional team members in years 2-3 of grant period
3.	PBL/STEM consultant on campus to support development of student-centered instruction based in the TEKS	Consultant fee to offer campus-based training followed by on-site consultation on a regular basis to monitor and adjust implementation of the PBL model
4.	Co-teaching model with pairing of veteran teachers and new teachers for modeling and collaboration	Through increased staff support, teacher quality will be impacted through increased collaboration and modeling for new teachers
5.	New teacher academy and mentoring	Targeted professional development will be used to impact new teachers skill set in areas including classroom management, lesson planning, use of PBL/STEM, use of AVID

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TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase leadership effectiveness* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase leadership effectiveness*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Leadership Effectiveness*	
	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Teaching with poverty book study followed by on-site professional development of use of sheltered instructional strategies	Book study to initiate the focus on low-socioeconomic students with an understanding of the differences in teaching students from poverty situations, on-site professional development to support instructional practices to shelter struggling students and increase student learning through improved leadership quality with tools to invest in students and teachers
2.	Customer service training	Campus leadership will be trained to lead the campus staff to create a welcoming environment for all stakeholders through on-site professional development and on-going consultation
3.	Instructional coaching model	Through increased staff support, campus leaders can impact the quality of instruction throught increased collaboration and modeling for new teachers, Director of Instruction is trained in TAP and can assist administration in coaching staff
4.	Leader in Me and campus culture development	Leader in Me Principal Training will provide skills to lead the campus culture to fully embrace the Leader in Me program
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TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase use of quality data* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase use of quality data.*

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Use of Quality Data to Inform Instruction*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	PBL/STEM consultant on campus to support development of student-centered instruction based in the TEKS	Consultant fee to be offer campus-based training followed by on-site consultation on a regular basis to monitor and adjust implementation of the PBL model based upon student data on common assessments, increased use of formative and performance-based assessments to accurately identify student understanding and adjust instruction accordingly
2.	DMAC and Lead4ward	On-going development of the use of data to adjust instruction through the use of DMAC reports and Lead4ward tools. On-site professional development will be used to assist teachers and campus leaders in using the Lead4ward tools to better adjust instruction and common assessments.
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TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase learning time* in order to achieve increased academic performance.
- Provide a *description* of *grant costs* named in the Budget Schedules, indicating how costs will support the intervention to *increase learning time*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Learning Time*
Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1. Extended day activities through partnership with ACE and campus RtI program identification	Teacher stipends for extended learning support in the summer and after school tutorials will be funding through ACE. Extended summer learning for students in a Bridge Camp program and STEM-based summer camps will be funded through ACE.
2. Communities in Schools Tier 2 & 3 Interventions	Afterschool tier 2 and 3 interventions for students struggling with attendance, behavior, and academics will be supported by the CIS staff member on site.
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TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase parent/community engagement* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention for *parent/community engagement*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Increase Parent/Community Engagement*	
	Planned Intervention	**Description of Grant Costs to Support Intervention (Budget Narrative)**
1.	Engagement activities on campus for family and community members	ACE funding will support the establishment of on-going engagement activities on the campus for parents including the district family engagement center and the Parent Engagement Specialist. The continued implementation of Leader in Me will support campus culture development
2.	Customer service training	Campus leadership will be trained to lead the campus staff to create a welcoming environment for all stakeholders through on-site professional development and on-going consultation
3.		
4.		
5.		

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Texas Education Agency

Standard Application System (SAS)

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 208902-110 | Amendment # (for amendments only):

TEA Program Requirement 7: Interventions and Resources to meet Model Requirements– IMPROVE SCHOOL CLIMATE

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve school climate* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve school climate*.

Use Arial font, no smaller than 10 point.

Critical Success Factor:	*Improve School Climate*	
	Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1.	Pre-STEAM Academy through the PBL/STEM instructional initiatives	Consultant fee to offer campus-based training followed by on-site consultation on a regular basis to monitor and adjust implementation of the PBL model based upon student data on common assessments, increased use of formative and performance-based assessments to accurately identify student understanding and adjust instruction accordingly
2.	Leader in Me	Leader in Me Campus Training will provide skills to lead the campus culture to fully embrace the Leader in Me program
3.		
4.		
5.		

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 208902-110	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☒	☒	☒
A02	Provide staff development on eliminating gender bias	☐	☒	☒
A03	Ensure strategies and materials used with students do not promote gender bias	☒	☒	☒
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☒	☒	☒
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☒	☒	☒
B02	Provide interpreter/translator at program activities	☒	☒	☒
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☒	☒	☒
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☒	☒	☒
B05	Develop/maintain community involvement/participation in program activities	☒	☒	☒
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☒	☒
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☒	☒
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☒	☒
B09	Provide parenting training	☐	☒	☒
B10	Provide a parent/family center	☐	☐	☒
B11	Involve parents from a variety of backgrounds in decision making	☐	☒	☒

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 208902-110	Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☒	☒
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☒	☒	☒
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☒
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☒
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☒	☒
B18	Coordinate with community centers/programs	☐	☐	☒
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☒	☒	☒
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☒	☒	☒
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☒	☒	☒
C02	Provide counseling	☒	☒	☒
C03	Conduct home visits by staff	☐	☐	☒
C04	Provide flexibility in scheduling activities	☐	☒	☒
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☒
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☒	☒

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 208902-110	Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☒	☒	☒
C09	Conduct parent/teacher conferences	☒	☒	☒
C10	Strengthen school/parent compacts	☒	☒	☒
C11	Establish collaborations with law enforcement agencies	☐	☐	☒
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☒
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☒
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☒	☒	☒
D02	Provide counseling	☒	☒	☒
D03	Conduct home visits by staff	☐	☒	☒
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☒	☒
D05	Provide mentor program	☐	☐	☒
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☒
D07	Provide community service programs/activities	☐	☒	☒
D08	Provide comprehensive health education programs	☐	☒	☒
D09	Conduct parent/teacher conferences	☒	☒	☒
D10	Establish school/parent compacts	☒	☒	☒
D11	Develop/maintain community collaborations	☐	☒	☒
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☒
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☒	☒
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☒	☒	☒
E02	Provide program materials/information in Braille	☐	☒	☒

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County-District Number or Vendor ID: 208902-110	Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☒	☒
E04	Provide program materials/information in digital/audio formats	☐	☒	☒
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☒	☒
E06	Provide training for parents	☐	☒	☒
E07	Format materials/information published on the internet for ADA accessibility	☐	☒	☒
E99	VI services provided within district by certified staff	☐	☐	☒

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention	☒	☒	☒
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☒	☒
F04	Provide program materials and information in visual format	☐	☒	☒
F05	Use communication technology, such as TDD/relay	☐	☐	☒
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☒	☒
F07	Provide training for parents	☐	☒	☒
F99	AI services provided within district by certified staff	☐	☐	☒

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☒	☒	☒
G02	Expand tutorial/mentor programs	☐	☒	☒
G03	Provide staff development in identification practices and effective teaching strategies	☐	☒	☒
G04	Provide training for parents in early identification and intervention	☐	☒	☒
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☒	☒
H02	Provide staff development on effective teaching strategies	☐	☒	☒
H03	Provide training for parents	☐	☒	☒
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 208902-110	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☒	☒
J02	Ensure all physical structures are accessible	☐	☒	☒
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☒	☒	☒
K02	Develop and implement a truancy intervention plan	☐	☒	☒
K03	Conduct home visits by staff	☐	☐	☒
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☒
K05	Provide mentor program	☐	☐	☒
K06	Provide before/after school recreational or educational activities	☐	☒	☒
K07	Conduct parent/teacher conferences	☒	☒	☒
K08	Strengthen school/parent compacts	☒	☒	☒
K09	Develop/maintain community collaborations	☐	☒	☒
K10	Coordinate with health and social services agencies	☐	☐	☒
K11	Coordinate with the juvenile justice system	☐	☐	☒
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☒
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☒	☒
L02	Establish collaborations with parents of highly mobile families	☐	☒	☒
L03	Establish/maintain timely record transfer system	☐	☐	☒
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☒	☒	☒
M02	Conduct home visits by staff	☐	☒	☒

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 208902-110		Amendment number (for amendments only):		

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☒	☒	☒
M04	Conduct parent/teacher conferences	☒	☒	☒
M05	Establish school/parent compacts	☒	☒	☒
M06	Provide parenting training	☐	☐	☒
M07	Provide a parent/family center	☐	☐	☒
M08	Provide program materials/information in home language	☐	☒	☒
M09	Involve parents from a variety of backgrounds in school decision making	☐	☒	☒
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☒	☒
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☒	☒	☒
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☒
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☒	☒
M15	Facilitate school health advisory councils four times a year	☐	☐	☒
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☒	☒
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☒	☒
N03	Provide mentor program for new personnel	☐	☒	☒
N04	Provide intern program for new personnel	☐	☒	☒
N05	Provide an induction program for new personnel	☐	☒	☒
N06	Provide professional development in a variety of formats for personnel	☐	☒	☒
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☒	☒
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☒	☒	☒
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☒	☒	☒

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 208902-110		Amendment number (for amendments only):		

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☒	☒	☒
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☒	☒	☒
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☒
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐
Z99	Other barrier / Other strategy	☐	☐	☐

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